

Pupil premium strategy statement - St Cecilia's CofE Primary School – 2025/26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	133 children (154 including Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/25 – 2026/27
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Richard Thomas
Pupil premium lead	Richard Thomas
Governor / Trustee lead	Yvonne Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At St Cecilia's, our vision is to be a community where we celebrate everyone's gifts and where everyone flourishes and grows together.

We encourage each other to use our gifts for the good of others and to build up our school as a whole. We have high expectations of academic success and strong pastoral care for all in our community.

All members of the school community are committed to upholding the school's Christian Values and these are:



We believe that through having the highest expectations of our pupils, irrespective of their background, all children can make strong progress in each subject area. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Within this strategy, we will identify how we support disadvantaged pupils in our school (both those who have been noted as PPG or Service children, as well as those considered disadvantaged by the school who can also benefit from this additional support).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. .

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that disadvantaged children have expectations modelled so that they can all make progress from their starting points
- Ensure disadvantaged pupils receive scaffolding in weaker areas so that they can access their learning
- Adopt the DfE's menu of approaches model
 - Support high quality teaching through CPD
 - Provide targeted support
 - Tackle non-academic barriers to academic success such as attendance, behaviour and physical and emotional well-being.
- Adhere to the TKAT strategy

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oral language and vocabulary development EAL is very prevalent at STC and amongst the disadvantaged pupils. Assessments, observations, and discussions with pupils, indicate that disadvantaged pupils have underdeveloped language skills in comparison to non-disadvantaged generally.
2	Knowledge Gaps in Key skills with Maths and English Assessments and observations highlight that the attainment of disadvantaged children is lower than that of non-disadvantaged pupils in the core subjects. For some of the disadvantaged children reading and times table support at home is minimal.
3	Social and emotional challenges School data has indicated that generally disadvantaged pupils are showing an increased number of incidents (behaviour) due to social and emotional challenges. Communication with families suggests that these children have anxieties that impact their well-being. For some of the children changes to the family dynamic may have contributed to the increase in social and emotional challenges.
4	Cultural capital Development Children who are eligible for pupil premium generally have a more narrowed cultural capital than their non pupil premium counter parts which can hamper their understanding in a range of subjects. From our observations, children who are pupil premium eligible are less likely to sign up to extra curricular opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children who are also EAL make strong progress and attain broadly in line with their non-EAL peers. Children make increased levels of progress in reading and writing with the gap between Pupil Premium and Non-Pupil premium is closing. Disadvantaged EYFS children are more likely to be at the expected level for communication and language ready for KS1.
Improved reading and writing attainment among disadvantaged pupils. Improved Maths attainment among disadvantaged pupils	By 2026-27 At least 75% of disadvantaged pupils consistently at the expected standard in RWM at the end of KS2 Disadvantaged EYFS children make good progress in their phonics development and are at ARE for their point in the reading journey ready for year 1 80% of children passing the Phonics Screening Check in Year 1 At least 80% of PPG children are at the expected level in maths at the end of EYFS, KS1 and KS2
Children have improved ability to manage emotions (anxiety and anger) in different contexts	By 2026-27 we will offer a robust nurture intervention with a quality nurture assistant. Children will have a greater number of strategies to manage emotions with outburst less frequent Attendance will be above 96% as SEMH challenges will become less of an issue in relation to absence. Behaviour incidents linked to SEMH will be reduced.
More opportunities for enhancing Cultural Capital through enrichment experiences	By 2026-27 the school will - Have a strong extra curricular programme that meets the interests of more children - A planned set of trips that enhances learning and develops Cultural Capital

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD)

Budgeted cost: £2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics (RWI) training for new staff and continued refresher CPD for previously trained staff. Peer support and regular monitoring of the quality of teaching by the Phonics lead	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
CPD on developing an oracy rich classroom	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2
Adaptive Teaching strategies CPD and regular reflection on strategies used so that strong practice is shared. (INSET day) Develop a secure toolkit of teaching strategies that support disadvantaged, EAL and SEND	Quality first teaching is the most powerful way to improve disadvantaged attainment. Strategies include: - Collaborative learning approaches - Quality oral feedback in the moment - Clear instruction and modelled learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	1,2
CPD on Reading Comprehension strategies Map out progression for Reading comprehension strategies across the school introducing different strategies.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2

EYFS and KS1 introduction of Maths Mastery sessions with Mobius Maths Hub	https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics	
CPD and release time for EYFS and KS1 teachers	https://www.mobiusmathshub.org.uk/Masterin-g-Number-KS1/	

Targeted academic support

Budgeted cost: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of robust Intervention programme for small group tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Engagement with ABC to read for set children	Regular reading and comprehension intervention has strong outcomes. Previous experience of this intervention has shown that children make progress in reading and develop conversational skills and confidence.	1,2,3
Introduce Language Link oracy intervention as early as possible to close speech and language gaps	On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Additional Phonics sessions targeted at disadvantaged children and others (at least twice a week) in the EYFS	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Teaching and Learning Toolkit EEF	2
Purchase of Fresh Start phonics provision for children in Yr 4,5,6	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
Reading comprehension interventions	PPG children are regular readers in school. These children read with an adult x3 a week. Focus on fluency and once fluency is secured focus on comprehension strategies.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,350

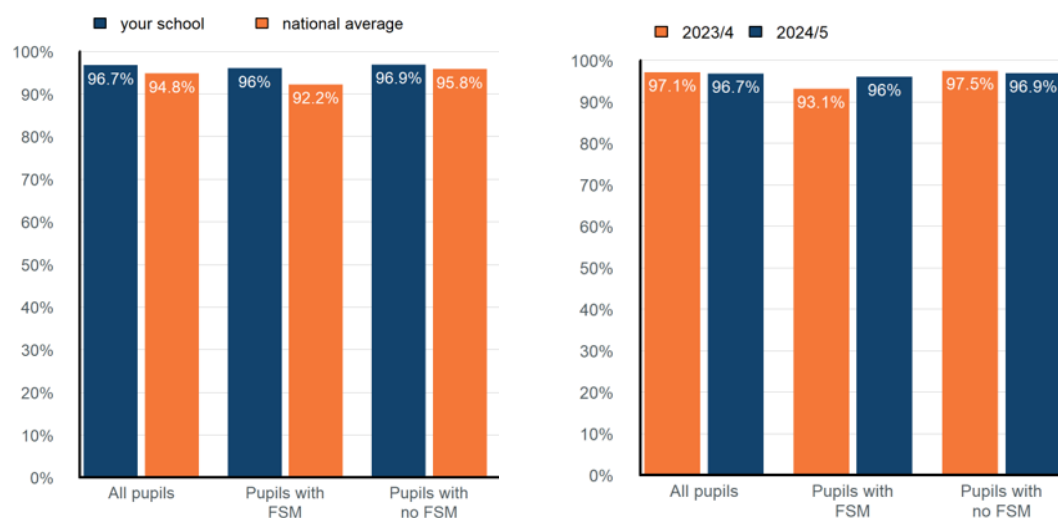
Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training (INSET) on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Appointment of adult to facilitate nurture group sessions and other interventions CPD for adult to qualify as Nurture Assistant	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Provide opportunities for Musical tuition	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The Power of Music to Change Lives.pdf	4
Trips paid for e.g swimming and museum trips and the option of a paid after club per term.	This opportunity allows our pupils additional chances to increase cultural capital and ensure they have access to a rich range of experiences. This also allows our pupils to have access to a range of external clubs in which to pursue their interests and/or talents.	4
Contingency fund for acute issues e.g Breakfast, transport, resourcing as needed.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Below outlines the progress made against the intended outcomes

Attendance Data



The first table shows the overall attendance for children with FSM in comparison to non-FSM. The second table shows the improvement in attendance for children with FSM last academic year.

The tables show that attendance in the school remains strong generally at 96.7% with out FSM children's attendance at 96%.

Data from Dfe attendance comparison tool.

Improved oral language skills and vocabulary among disadvantaged pupils.

Year 1 (2024-25)

The school has successfully begun to implement more formal approaches to oracy development in the classrooms. Children now have more opportunities to engage in conversations and are supported by taught language and sentence stems. Observations have shown that the children's spoken language is progressing well particularly children with EAL.

Children with more significant EAL needs made very strong progress in their development of the English language and as a result are more able to actively participate in the whole curriculum.

Improved Reading, Writing and Maths attainment among disadvantaged pupils.

Year 1 (2024-25)

The school has now implemented the RWI scheme fully which has allowed our children in EYFS to have a great start in their reading journey with the majority of our pupil at the expected level for phonics. Training for staff

has meant that we have been able to create a number of small groups to target specific gaps in learning. 1:1 sessions are now in place to encourage children to keep pace with phonics learning.

The development of a school progression map for writing allowed the school to keep tracking how the children were progressing against their journey with a focus on transcription skills.

In EYFS the implementation of a maths scheme allowed the children to make good progress.

EOKS2 data shows that vulnerable children performed well with pupil premium eligible children meeting the GDS standard in all areas

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Year 1 (2024-25)

CPD on managing behaviour through the therapeutic approach has allowed the children feel comfortable and safe at school which was highlighted in the pupil survey. Attendance of disadvantaged children is almost in line with the rest of the school.

Children who have some SEMH challenges were supported with strategies which meant that these children were more able to manage classroom situations although more consistent sessions would benefit the children further. .

To develop opportunities for enhancing Cultural Capital through enrichment experiences

All pupil premium eligible children were offered the opportunity to take part in one club a term fully funded and have music lessons funded.

All Pupil premium children attended the school trips and residential.

3 of the pupil premium children took up the opportunity to learn an instrument with the peripetetic teacher with 5 children accessing extra curricular clubs.

General

CPD on quality first teaching has been delivered with the creation of a consistent lesson structure. This includes:

- Recall starters so that children can retrieve key information from previous lessons and units
- Feedback from previous lesson so the children can improve their work and the teachers can then have more individual discussions for bespoke feedback
- Clear success criteria and title
- Explicit teaching of vocabulary
- Opportunity for discussion
- Use of models and scaffolds

The information above demonstrates the successful allocation of funding during a year where the numbers of pupil premium eligible increased significantly although the recipients remained low. This has given the school a strong foundation to build on as we move in to year 2 of the current strategy.

Externally provided programmes

RWI

Perpetetic music teaching

Funtastic Kids Sports clubs

Flash Academy